DOCUMENT RESUME

ED 434 581 HE 032 359

TITLE North Dakota University System Strategic Plan: 1998-2004. 1998 Progress Report.
INSTITUTION North Dakota Univ. System, Bismarck.
PUB DATE 1998-11-12
NOTE 30p.; "Presented to Legislative Council, November 12, 1998."
PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Access to Education; Cooperation; Educational Environment; *Educational Quality; Higher Education; *Organizational Objectives; Performance Factors; Relevance (Education); Research; State Legislation; *State Universities; *Strategic Planning; Technology
IDENTIFIERS *North Dakota University System

ABSTRACT

This report delineates system and campus success toward implementation of goals identified in the North Dakota Board of Higher Education's Strategic Plan for 1998-2004. It provides examples of North Dakota University System strategies and accomplishments in regard to educational excellence, technology and access, relevant programs, leadership in research, learning environment, documented performance, and collaboration. It also provides specific campus strategies and accomplishments for Bismarck State College, Dickinson State University, Mayville State University, Minot State University, North Dakota State College of Science, North Dakota State University, University of North Dakota, and Valley City State University. The report also outlines the performance and accountability measurement system, selected recommendations from the Bush Foundation study report, and the 1999 legislative agenda. (MDM)

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ED 434 581

North Dakota University System

Strategic Plan 1998-2004
1998 Progress Report

Presented to Legislative Council
November 12, 1998

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Prepared by NDUS office and Campuses of the NDUS

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INTRODUCTION

This progress report delineates system and campus success towards implementation of those goals specifically identified within the Board of Higher Education's Strategic Plan.

The initial 7 goals developed by the SBHE have expanded into 39 system and 186 campus strategies. These strategies are founded upon those processes necessary to achieve and implement the Board's goals. System and campus strategies have been reviewed and approved by the Board, and include specific measurements, indicators, and timelines in which to address the enumerated topics. Campus reports on their progress towards these strategies are due annually. A detailed report of system and campus strategies and accomplishments for 1998 is provided in appendix A.

Vision Statement of the North Dakota University System

The vision for the North Dakota University System is to be a *high quality, high access* public higher education system where people have the opportunity to receive the education necessary to be professionally and personally successful.

The Mission of the North Dakota University System

The mission of the North Dakota University System is

- To create an experience of educational excellence for students through quality instruction, including liberal arts as a foundation for life-long learning and personal development, broad use of technology, and expanded partnerships;
- To provide the public with increased access to higher education services which emphasize state economic development, workforce needs, and maximum efficiency of public higher education investment; and
- To create a positive work experience for University System employees that supports their efforts to meet the needs of North Dakota.

Goals of the North Dakota University System

The Goals of the North Dakota University System are:

Goal 1 – Education Excellence
To strive for excellence and improve quality learning for students which ensures knowledge and competency in their chosen discipline and emphasizes strong communication skills, analytical thinking use of technology, and interpersonal skills

Goal 2 – Technology and Access
To emphasize enhanced use of technology to improve access to programs and services and as a regular component for instructional services and research

Goal 3 – Relevant Programs
To align programs and services with student interests and with current and future needs of business, communities, and the state, including cultural, social, and citizenry components

Goal 4 – Leadership in Research
To provide leadership in addressing the high priority research and development needs and opportunities of the state

Goal 5 – Learning Environment
To provide an up-to-date and innovative environment for students, employees, and the public; and an environment that supports learning, research, and public service

Goal 6 – Documented Performance
To document the performance and effectiveness of the North Dakota University System

Goal 7 – Collaboration
To improve educational opportunities and services among the campuses, K-12, and other entities through cooperation and collaboration

Executive Summary and Progress Highlights of the North Dakota University System

Goal 1 – Education Excellence

To strive for excellence and improve quality learning for students which ensures knowledge and competency in their chosen discipline and emphasizes strong communications skills, analytical thinking, use of technology, and interpersonal skills.

Examples of System Strategies and Accomplishments:

- Develop/implement student progress/achievement research capability for improving student success.
- The first step to accomplishing this strategy is to acquire and dedicate $76,000 annually to the Student Progress and Achievement Research Cooperative (SPARC).
- SPARC will provide important information on student flow within the System, i.e. student transfer patterns between System institutions and the success of students in transferring.
- By 2004, faculty and staff salaries will increase a total of 5% from internal reallocation on every campus, provided that the legislature continues to fund higher education at a reasonable level.
- The total reallocation for the 1997-99 biennium was $2.9 million.
- During 1997-1998, the average salary increase for faculty and staff in the NDUS ranged from 4.4% - 5.0%.
- 1998-99, average salary increases ranged from 3.4% - 3.7%. The legislature provided adequate state funding for average salary increases of 3%.
- Require requests from campuses for establishing programs, centers, or institutes to include specific measurable outcomes.
- The academic approval process now requires that all campuses include specific measurable outcomes along with requests that the Board approves centers and institutes.

Goal 2 – Technology and Access

To emphasis enhanced use of technology to improve access to programs and services and as a regular component for instructional services and research.

Examples of System Strategies and Accomplishments:

- Develop a virtual university. This would be a true virtual university in the sense that it would not offer credit or degrees, but rather provide a marketing outlet for distance learning courses and programs on all NDUS campuses. The organizational structure would be in the form of a WEB site with links to specific distance learning opportunities on each campus. Funding from the System Contingency fund will be requested from the State Board of Higher Education at its November 1998 meeting.
- Study delivery of instructional services.
- MiSU has proposed a program to provide online training on WEB courses design for all NDUS campuses.
- Conduct analysis in 1999 to determine effect of increasing/decreasing student loan and grant programs would have on enrollment.
- The Board will seek legislative funding so that equipment appropriations by 2007-2009 fully fund a realistic replacement schedule.
- Institute new student records and administrative systems that is fully operational, providing on-line services for admission, registration, transfer, advising, library services, financial aid, bill paying and all other related student services. The Board will request funding for implementation of these systems from the 1999 and subsequent legislative sessions.
- Join MHEC (Midwest Higher Education Compact).

Goal 3 – Relevant Programs

To align programs and services with student interests and with current and future needs of business, communities and the state, including cultural, social and citizenry components.

Examples of System Strategies and Accomplishments:

- Annual meeting of business/industry leaders.
- Collaborate with the Greater North Dakota Association in providing a program at the Annual Business Conference that will have a strong emphasis on the educational needs of business and industry.
- A highlight of the conference will be the unveiling of a report by the statewide Task Force on Improving Workforce Development and Training.
- Support Enhancing Growing North Dakota.
- The University System campuses hosted nearly all of the workshops held throughout the state which were designed to determine the "target industries" for economic development.
- Collaborate with the State Board for Vocational Technical Education to request funds from the legislature for the Customized Training Network.
- Conduct assessment of current/projected technical training needs in North Dakota.
- A survey of employers of graduates of post secondary institutions in North Dakota will be conducted in the fall of 1998 by FINDET in cooperation with Job Service-North Dakota to determine the occupational areas where the graduates are being employed.
- Review Board policies limiting 2-year programs on 4-year campuses.
- Develop a plan to increase certificate and vocational education in North Dakota as recommended in the Bush report.
- The target date for action on this strategy is the year 2000.

Goal 4 – Leadership in Research

To provide leadership in addressing the high priority research and development needs and opportunities of the state.

Examples of System Strategies and Accomplishments:

- Convene a forum of campus research leaders to make recommendations to the Board on how the NDUS can continue to improve its role as the research/development engine for North Dakota.
- The target date for action on this strategy will be 1999.

Goal 5 – Learning Environment

To provide an up-to-date and innovative environment for students, employees, and the public; and an environment that support learning, research, and public service.

Examples of System Strategies and Accomplishments:

- Maintain current campus facility master planning process.
- Updates to the campus master plan were presented to the Board in April 1998. This updated information was used as the basis for developing the 1999-2001 major capital project request for inclusion in the budget.
- Designate major repair and renovation projects as highest priority for capital projects funding requests. Requests for new facilities will also be considered if matched by at least 50% from non-state resources. The Board will seek legislative funding so that appropriations for general plant repairs by 2007-2009 equal 1.5% of plant value.

- Conduct a Board study in 2001-2002 to address consolidation of administrative functions across campuses to improve communications, increase data availability, and improve efficiency.
- Review biennially beginning in 1999-2001 the administrative costs of all institutions and use national averages as benchmarks to assure administrative costs are kept below the national average for similar types of institutions.
- Assess duplicate degree programs. Criteria for this assessment are presently being developed.

Goal 6 – Documented Performance

To document the performance and effectiveness of the North Dakota University System.

Examples of System Strategies and Accomplishments:

- Request Legislative Council approval for system-level performance report related to goals/strategies.
- Establish system-wide planning and accountability function with System office to implement Bush report recommendations.
- Request Governor and Legislature to continue to provide flexibility to allocate resources.

Goal 7 – Collaboration

To improve educational opportunities and services among the campuses, K-12, and other entities through cooperation and collaboration.

Examples of System Strategies and Accomplishments:

- Improve ties with elementary/secondary schools.
- The recently created System-wide Teacher Education Council is working with K-12 and vocational leaders across the state and is refocusing graduate teacher education so that programs directly support local school improvement programs. The dual enrollment legislation passed in 1997 is also based on a partnership between higher education, K-12 education, and vocational education.
- Provide assessment/performance data on grads that enter public colleges.
- Strategy will be accomplished with the implementation of SPARC (see Goal 1.1).
- Cooperate with K-12 to increase percentage of high school grads that enroll in postsecondary education.
- Common course numbering for 100-200 level courses
- Common course numbering for lower division courses will be reported on at the November 1998 Board meeting.
- Develop a plan with the Department of Human Services to provide education/training to welfare recipients.
- A Task Force on Welfare Reform involving a cross section of relevant state agencies and organizations has been formed to develop a plan for providing education and training that will assist welfare recipients.
- Cooperate with National Guard to implement NG tuition waiver program.
- Changes will be introduced during the 1999 legislative session as revisions to the current statute.

Executive Summary and Progress Highlights of North Dakota University System Campuses

GOAL 1 – EDUCATION EXCELLENCE

To strive for excellence and improve quality learning for students which ensures knowledge and competency in their chosen discipline and emphasizes strong communications skills, analytical thinking, use of technology, and interpersonal skills.

Examples of Campus Strategies and Accomplishments:

Bismarck State College

- BSC received a ten-year accreditation in 1998 from the North Central Association of Colleges and Schools.
- Support services will be provided by 2000 designed to ensure that students achieve their academic goals.
- The Sykes Student Success Center opened its doors in February 1998, offering tutoring and other student success opportunities.
- Cut scores have been determined in English, math, reading, and all vocational-technical programs.
- Faculty are developing a standardized format for course syllabi with stated course objectives.

Dickinson State University

- DSU has made considerable progress in raising faculty salaries over the past five (5) years. The average salary has increased by $4,276 from 1994-95 to the 1998-99 academic year.
- DSU will establish a web-page with DSU graduate employment history and current information on employment opportunities.
- The 1998-2000 catalog will include internship course listings for all departments offering them.
- By 1999, Dickinson State University will establish a referral office for contact by off-campus agencies for service learning.

Mayville State University

- MaSU established a partnership with Great Plains Software to offer an information technology track in the computer science and business majors. The track includes a 7-month internship at Great Plains.
- MaSU is in the process of writing a grant proposal for $1.7 million in federal funds to convert upper-division courses in business and education to customized learning.
- MaSU received a new ten-year accreditation in 1996.

Minot State University

- Each discipline has a completed an assessment plan for each major.
- MiSU achieved its 10-year institutional accreditation in March 1998.
- The inclusion of technology in curriculum has been added to all education majors as a required part of student learning.
- MiSU received approval for the International Business degree in the 1997-98 academic year.

MiSU-Bottineau Campus

- The Bottineau campus obtained NCA approval in October 1997, for the extension of six of its certificate and associated of applied science programs to the Minot campus.

- All five-computer labs contain recently upgraded equipment for students that are relatively state-of-the-art.
- An existing student survey has been distributed, as have surveys of former students. A survey of employers is being conducted.

North Dakota State College of Science

- The North Dakota State College of Science has developed an Assessment Plan that is designed to measure student learning.
- A Student Satisfaction Survey is administered annually.

North Dakota State University

- This year about 50% faculty and staff received a merit pay increase ranging from 2% - 10%.
- NDSU is accredited by NCA until 2006.
- NDSU is seeking AACSB accreditation for the College of Business.
- NDSU will conduct an evaluation of each program for which specialized accreditation is available to determine if accreditation is warranted.
- NDSU is developing Capstone courses, experiential, and practicum experiences to evaluate proficiency in all majors.
- NDSU is and will survey employers concerning their satisfaction with NDSU students and areas of strength and those needing improvement.

University of North Dakota

- UND currently delivers ten extended degree programs and established three new master's degree programs and one new undergraduate degree program for off-campus delivery in the last 18 months.
- The university's General Education Requirements Task Force is developing of a more focused and cohesive general education program.

UND-Lake Region

- Cooperative Education enrollment increased 28% from 1997-98.

UND-Williston

- Each faculty member will develop an evaluation and development plan by spring 1999.

Valley City State University

- VCSU established a partnership with Great Plains Software to offer an information technology track. It includes a 7-month internship at Great Plains.
- VCSU obtained $1.7 million in federal funds to create a pilot program for customized learning.
- The faculty are in the process of identifying required competencies for graduation and methods of tracking student achievement on those competencies.

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Goal 2 – Technology and Access

To emphasize enhanced use of technology to improve access to programs and services and as a regular component for instructional services and research.

Examples of Campus Strategies and Accomplishments:

Bismarck State College

- Six courses are offered on-line over the Internet during fall semester, 1998.

Dickinson State University

- DSU has recently developed a cooperative program with BSC to deliver three bachelor degree programs in Bismarck.
- DSU has developed an Information Technology Plan that calls for a systematic upgrading of computers in the student labs.

Mayville State University

- As the nation's fourth "laptop university," MaSU is entering its second year of technology-enriched learning throughout the curriculum. A team of MaSU faculty is developing on-line courses for distance delivery.
- The business major can be completed in three years.
- MaSU is developing articulation agreements for the Information Technology track with all interested ND tribal colleges.

Minot State University

- One hundred sixty-nine students have registered for on-line delivery of courses in Fall 1998.
- MiSU has graduated students with graduate degrees taught entirely off-campus over the past two years in Devils Lake, Mayville, West Fargo.

MiSU-Bottineau Campus

- The medical office assistant program specialty area courses are now entirely available over IVN.
- The SBHE has given approval to the Bottineau campus to deliver several of its AA, AS, and AAS program to the Minot Air Force Base.
- The NDUS has made it possible for prospective students to submit an on-line admission application.

North Dakota State College of Science

- The college is currently delivering the Nursing Program to two off-campus locations.
- Courses are being transmitted to five southeast North Dakota high schools Via Interactive Television (ITV).
- NDSCS is providing secondary education in five vocational education programs for students in the Richland County Vocational Technical Center.

North Dakota State University

- NDSU eliminated on-campus residency requirements several years ago. Degree requirements are stated in terms of resident course requirements, allowing courses to be taken off-campus and through high tech, electronic media.

University of North Dakota

- The Vice President for Academic Affairs and Provost has requested written outreach plans from all colleges and schools in the Division of Academic Affairs.

UND-Lake Region

- UND-LR is delivering the Legal Assistant program to Bismarck, Williston, and Grand Forks.
- UND-LR will deliver 9-1-1 and Corrections training to off-campus sites as required.
- Common course names, numbers, and descriptions have been shared with tribal colleges.

UND-Williston

- UND-Grand Forks will be sending the course CSC1 161, Computer Science II, using the Internet.

Valley City State University

- As the nation's second "laptop university," VCSU is entering its third year of technology-enriched learning throughout the curriculum. During the last year, VCSU faculty have developed several on-line courses for distance delivery.
- VCSU is developing articulation agreements for the Information Technology track with all interested ND tribal colleges.

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Goal 3 – Relevant Programs

To align programs and services with student interests and with current and future needs of business, communities, and the state, including cultural, social and citizenry components.

Examples of Campus Strategies and Accomplishments:

Bismarck State College

- There has been a significant increase in the number of workshops and customized training events. As a result, an increase of approximately 6,000 individuals received some type of training compared to last year.
- BSC will initiate steps to implement a National Energy Technology Center.

Dickinson State University

- Four of 10 academic departments have implemented formal advisory committees to help in forming curriculum and keeping programs oriented toward meeting needs of potential employers. More needs to be accomplished toward meeting this goal.
- About half of the eligible courses appropriate for inclusion of international perspectives have such content within them.

Mayville State University

- The graduate placement rate is 100%, and reported satisfaction with their job placements is high.

Minot State University

- MiSU has been meeting monthly with the Minot Public Schools (MPS) to enhance its relationship and explore areas of common interest. That has resulted in understandings about practicum placements and a joint effort in leadership training to be initiated in the fall of 1998.
- MiSU has reached and surpassed its target number for students in the first year of the on-line delivery of courses.
- Common course numbers are listed in the new Undergraduate Catalog published in August of 1998.

MiSU-Bottineau Campus

- The campus reconvened it various program advisory committees to analyze the appropriateness of existing curriculum.

North Dakota State College of Science

- Each of the occupational programs at NDSCS has established an advisory committee. Their role is to review curriculum content and make recommendations to assure that the program competencies are a match with their respective industry requirements.
- A recent agreement has been reached with General Motors to provide training for currently employed technicians from General Motors dealerships.

North Dakota State University

- NDSU will remodel at least two major classrooms per year and make minor revisions in five others.
- NDSU will maintain/expand residence hall networks to encourage computer literacy and use.
- NDSU will develop course requirements for student use of high tech/multimedia in presentations.

University of North Dakota

- Education opportunities exist with UND's extended degree offerings throughout the state in communities such as Fort Yates, Fort Berthold, and with the Turtle Mountain initiatives.
- A "Teachers as Scholars" program is in its early planning stages and is being initiated out of the UND Office of Academic Affairs.
- In the last year, an Office of Workforce Development was established. The Office of Workforce Development has 20 companies as clients.

UND-Lake Region

- In FY 98, 685 people in Business and Industry were trained.

UND-Williston

- The Williston Area Development Board has been established as the campus's community advisory council.
- The college established a 10-station community customized training center in the Crighton Building. Events are scheduled through March.

Valley City State University

- VCSU created a customer-driven point of contact for service management.
- Student Services offices are being remodeled to facilitate integrated, customer-driven services.
- The university has implemented formal partnerships with three international universities.

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Goal 4 – Leadership in Research

To provide leadership in addressing the high priority research and development needs and opportunities of the state.

Examples of Campus Strategies and Accomplishments:

North Dakota State University

- NDSU is pursuing collaborative research and development activities with UND through the EPSCoR program and initiate/enhance programs for undergraduate participation in research (e.g., EPSCoR-REU).
- The college will require research as one criterion for faculty promotion and tenure.
- The college is considering a new entrepreneurship program involving NDSU, MiSU, and UND.
- NDSU's goal is to increase external funding efforts, achieving a return of 3:1 external to general fund appropriations.
- NDSU has developed a Federal Relations Committee to establish priority list of projects to work with congressional legislators and national agencies.

University of North Dakota

- UND will increase its investment in research and development activities across campus by encouraging and rewarding innovation, enhancing faculty scholarship capabilities, and strengthening institutional infrastructure support for scholarly work. UND's 5 percent restoration plan/investment plan will assist the university in its ability to encourage and reward innovation and scholarship.

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Goal 5 – Learning Environment

To provide an up-to-date and innovative environment for students, employees, and the public; and an environment that supports learning, research, and public services.

Examples of Campus Strategies and Accomplishments:

Bismarck State College

- BSC developed a systematic plan for preventative maintenance of facilities.

Dickinson State University

- A Loss Control Committee will be established to assess workers compensation and workplace safety issues.
- By 1998, an annual report assessing ADA requirements on campus will be made available along with a proposed action plan.
- A new Information systems position will be developed and filled with a prime goal of coordinating academic computer support services.

Mayville State University

- Network access is universal throughout the camps. Nearly all classrooms are networked for all students, with multi-media presentation stations and printers.

MiSU-Bottineau Campus

- The two campuses will move to a more seamless administration of student and business office services without differentiation between them.

North Dakota State College of Science

- The plan for maintenance of high-tech instructional equipment has been put in place.
- The replacement of technical equipment has been given a high priority and will be purchased ahead of other equipment such as furniture or non-instructional equipment.
- NDSCS has developed a Safety Management Program.

North Dakota State University

- NDSU will seek external funding for new buildings.
- NDSU developed a plan for continued improvement of campus network.

University of North Dakota

- UND and its branch campuses will increase outreach efforts to high schools through a coordinated concurrent enrollment program of regional summer and academic year courses of qualified students.

UND-Lake Region

- UND-LR will develop articulation agreements with UND to ensure students transfer in third year as juniors (3-4 programs per year)

Goal 6 – Documented Performance

To document the performance and effectiveness of the North Dakota University System.

Examples of Campus Strategies and Accomplishments:

Bismarck State College

- Assess the satisfaction of employers, students, alumni, and other constituents with quality of graduates employed services provided by the campus.

Dickinson State University

- DSU will refine the current seven-year placement report to include follow-up research on DSU's graduates.
- By 1999, DSU will develop and distribute to the general public an annual State of the University/President's Report that will document the University's effectiveness and successes.

North Dakota State College of Science

- A full-time position titled Director of Assessment and Institutional Research has been established.

North Dakota State University

- Do annual workload study to document faculty and staff activity.

University of North Dakota

- UND will conduct annual surveys of employee and graduate satisfaction and annual assessments of workforce education and training.

UND-Williston

- Implement a plan to measure student academic achievement.

Valley City State University

- Update and issue Report to Investors.

Goal 7 – Collaboration

To improve educational opportunities and services among the campuses, K-12, and other entities through cooperation and collaboration

Examples of Campus Strategies and Accomplishments:

Bismarck State College

- A number of NDUS universities offer classes on the BSC campus
- Through the Corporate & Continuing education Division, BSC is working with the Department of Human Services to develop their strategic plan.

Dickinson State University

- An Extended Campus Office was created in July 1998 with a director named and support staff employed.
- The course number and content changes agreed upon System-wide have been incorporated into the DSU catalog and curriculum beginning with the 1998-2000 catalog edition.
- Dual-credit and other alternative course delivery vehicles will be expanded from the present base of 55 students (Fall 1997) at a rate of 20% increase annually from 1998 through 2003.
- DSU has exceeded its goal already by the fall of 1998 with dual-credit courses being offered within 11 separate high schools in the service region.

Mayville State University

- MaSU offers a math specialist program for teachers throughout the state, in collaboration with MiSU.
- MaSU is actively pursuing mutually beneficial opportunities for dual credit courses with area high schools.
- MaSU is working with a variety of other agencies on the Governor's CERA initiative (Centers for Excellence in Rural America).

Minot State University

- MiSU has provided assistance to the Sykes Corporation for training.
- Future opportunities involve the out-sourcing plans of the United States Air Force.
- MiSU will "trial run" two graduate courses to Bismarck in Criminal Justice during the current academic year (1998-99).

MiSU-Bottineau Campus

- *Preliminary discussions have taken place between BSC and UND-W in regard to the shared delivery of some health professions programming.*

North Dakota State College of Science

- Fulfill system-wide responsibilities for Customized Training coordination by fully developing and implementing the Customized Training Network.
- Offer college credit courses to high school students using the ITV system.
- The college is currently sending credit courses to five locations in the ITV system.

North Dakota State University

- Continue with and seek new partnerships.
- Work with the Skills and Technology Training Center (NDSCS)
- Expand articulation/partnerships with Tribal Colleges.
- Seek partnerships with Moorhead State and Concordia to develop joint course offerings in areas of low course enrollments.
- Investigate certificate programs of interest to industry.
- Deliver courses to Minot State in business.

University of North Dakota

- All academic deans, department chairs, and many faculty members helped in the common course numbering strategy to be achieved. UND hosted in the first "State of the Faculty" conference in November 1996.
- UND will develop concurrent enrollment agreements with regional high schools to provide dual credit course offerings to qualified high school students.

UND-Lake Region

- A Business and Industry Advisory Board was established in 1998.
- UND-LR is working with county governments in the Lake Region to develop In Home Care Providers training. The curriculum has been developed and adopted by the state for delivery statewide.

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North Dakota University System

Performance and Accountability Measurements System Outline

Documented Performance

The State Board of Higher Education made a commitment in its Six-Year Plan to: **"Document the performance and effectiveness of the North Dakota University System."** That commitment is detailed under Goal Six where the proposed strategies for goal achievement at both the System and campus levels are listed.

The Performance and Accountability Measurements System proposed in this draft report is intended to answer three fundamental and legitimate questions that every legislator or citizen in North Dakota has the right to ask and to have answered:

1. What business are you in?
2. How successful are you?
3. How do you know?

The answer to the first question is simple: The North Dakota University System is in the business of education, research, and public service. Answers to questions two and three are at the center of what the proposed Performance and Accountability Measurements System is designed to accomplish.

Purposes

The primary purposes of the Performance and Accountability System are:

1. Bring focus and provide a clearly defined agreement among the State Board of Higher Education, Chancellor's Cabinet, Governor's Office, and the Legislature, as to what **the University System and the System campuses should be held accountable for and measured against**.

2. Provide the basis for designing a comprehensive data gathering system that allows the essential information needed for performance and accountability measurements to be collected in a routine, timely, and systematic manner. In addition and wherever possible, gather and utilize data which can also be used to satisfy campus accreditation requirements.

3. Provide the basis for the Board of Higher Education, the Chancellor's Cabinet, and the System Office to establish priorities for responding to requests for research data; i.e., information which has been agreed to be included in an annual Performance and Accountability Report could take priority over ad hoc requests requiring significant staff time to prepare.

4. Substantially reduce the time and cost to the University System Office and to the individual campuses incurred from gathering information and preparing reports in response to frequent ad hoc requests. In turn, redirect those resources to functions that generate a more positive return on investment.

The proposed Performance and Accountability Measurements Report is, as the title suggests, intended to be a "performance report" geared to the high priority functions for which the campuses within the University System were founded and are offering to be measured against and held accountable for. It is NOT intended to be an exhaustive list of activities or miscellaneous accomplishments. That information will be provided in other forms and through other means.

Performance Measurements and Indicators

It is proposed that the Performance and Accountability System being developed will consist of five distinct components and/or phases:

A. Selection of Core Elements -
This phase will involve the determination of the core elements to be included in a performance and accountability system. Specific elements to be included will be sought from key stakeholders in the University System including: the State Board of Higher Education, Chancellor's Cabinet, faculty, students, campus advisory boards, business and industry representatives, local development organizations, Governor's Office, legislative leaders, and relevant state agencies.

The core elements sought will be those central to the purpose, role and respective missions of the various higher education institutions in the three primary areas of: (1) education, (2) research, and (3) public service, including outreach, life-long learning, workforce development and training, and economic development. Suggested examples of those core elements are included in this draft report. Others, as indicated earlier, will be obtained from a number of sources and constituents.

B. Performance Measurements-
Mechanisms and methods to be used in collecting performance information, directly related to the identified core elements, will be selected. **The performance measurements will focus on outputs and results as opposed to inputs and activities.**

C. Benchmark Data-
Bench marking data will be obtained for measuring progress and performance of the University System in relation to the core elements selected for measurement.

D. Selection of Performance Standards and Methods of Measurement-
Performance standards will be developed based on bench marking data, comparisons with other states, campus missions, and/or other factors to be determined from key stakeholder input.

E. Data Gathering Mechanisms-
Existing data gathering mechanisms will be used, and new systems developed where necessary, to document progress toward core elements.

F. Accountability Reports-
Reports documenting levels of performance and accomplishments will be published annually for public distribution.

NDUS Accountability Measurements Outline

Goal 1 – Education Excellence
To strive for excellence and improve quality learning for students which ensures knowledge and competency in their chosen discipline and emphasizes strong communication skills, analytical thinking use of technology, and interpersonal skills

1. **Student Benchmark Information**
   a) Student Goals/Interests/Needs ~ *A question will be added to the Student Application for admission to identify why the student is applying for admission.*
   b) Entry level Skills Testing ~ *Document ACT/Compass, GRE or other intake score averages.*
   c) Placement scores ~ *Document program ACT/Compass cut-off scores and averages for course/program admissions.*

2. **Student Support Measurements**
   a) Developmental Courses ~ *Identify the type(s) and number of Developmental courses; enrollment numbers (percentages) and success rates in these courses.*
   b) Tutoring Programs ~ *Identify the type(s) and number of tutoring programs; numbers and contact hours.*
   c) Handicapped Services ~ *Categories and numbers served.*
   d) Minority Services ~ *Programs offered and numbers served.*

3. **Student and Faculty Assessments**
   a) Undergraduate general abilities ~ *Existence and operation of an acceptable institutional student assessment program.*
   b) Teacher effectiveness ~ *Faculty evaluations.*
   c) Program quality review ~ *Program evaluation based on advisory group recommendations, student satisfaction, student success, etc.*
   d) Maintain accreditation ~ *National and regional accrediting bodies.*

4. **Tracking Measurements**
   a) Enrollment patterns ~ *Demographics of student population.*
   b) Progression/Efficiency ~ *Timely completion toward academic goal including the efficiency of class-taking patterns by students.*

c) Retention/Persistence ~ *Return rate of students/Progress toward degree.*
d) Transfer rates ~ *Program/procedure whereby four-year baccalaureate institutions provide other colleges with information on academic performance of transfer students.*
e) Goal/Graduation Rates ~ *Institution meeting the defined needs/goals of student.*

5. **(Possible others yet to be determined.)**

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Goal 2 – Technology and Access

To emphasize enhanced use of technology to improve access to programs and services and as a regular component for instructional services and research

1. **Distance Learning Measurements**
   a) ITV/IVN sites and use ~ *Identify and document rates of interactive video systems use for educational and other purposes.*
   b) Online Courses/enrollment ~ *Document number of courses and enrollment of Computer based distance learning system.*

2. **Technology Inventory Measurements**
   a) Hardware inventory ~ *Identify type and document numbers of computers on campus by user group.*
   b) Accessibility of technology ~ *Availability and use of computer labs, e-mail, Internet services, and electronic library systems.*
   c) Support ~ *Number of staff (by category) and total hours available to support computer usage.*
   d) Curriculums ~ *Computer technology specific courses/programs offered on campus.*
   e) Integration into courses/programs ~ *Existence and implementation of a formal, comprehensive, and effective plan for appropriately integrating educational technology into the curriculum.*

3. **(Possible others yet to be determined.)**

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Goal 3 – Relevant Programs

To align programs and services with student interests and with current and future needs of business, communities, and the state, including cultural, social, and citizenry components

1. **Strategic Planning Process**
   Evidence of a decision-making process to develop vision and goals for the institution, responsive to the students/community/service priorities.

2. **Identification of Customer Needs and Expectations**
   a) Advisory Councils ~ *Existence of community advisory council for each major program/academic area.*
   b) Needs surveys ~ *Existence of a process(es) to assess community/service area needs.*

3. **Program Productivity Measurements**
   a) Enrollment patterns ~ *Trend evidence of student and service area demand for programs.*
   b) Programs added/eliminated ~ *Responsiveness to assessment of needs and interests.*

4. **Accessibility Measurements**
   a) Non-traditional course time inventory ~ *Student FTE's, in courses offered after 4 p.m. and weekends.*
   b) Distance learning requests/delivery ~ *Evidence of responsiveness to meet educational needs of off-campus learners (including Dual Credit initiatives with high schools.)*
   c) Regional enrollment patterns ~ *Analysis of enrollment by geographic region.*

5. **(Possible others yet to be determined.)**

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Goal 4 – Leadership in Research

To provide leadership in addressing the high priority research and development needs and opportunities of the state

1. **Sponsored Research Measurements**
   a) number of applications ~ *Documentation of number of proposals, by category.*
   b) number of grants received (awarded).
   c) Total dollars attracted for research.
   d) Relevancy of research to institutional mission, local, state and/or national needs.

2. **Grants Measurements**
   a) number of applications ~ *Documentation of number of proposals, by category.*
   b) number of grants received (awarded).
   c) Total dollars attracted for research.
   d) Relevancy of research to institutional mission and State's needs.

3. **New Research Initiatives**
   Evidence of planning process in action and response to client needs.

4. **(Possible others yet to be determined.)**

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Goal 5 – Learning Environment

To provide an up-to-date and innovative environment for students, employees, and the public; and an environment that supports learning, research, and public service

1. **Stewardship of Resources**
   a) State General Fund Expenditures ~ *Financial breakdown or funds incoming and outgoing by category; i.e., instruction, student services, administration, and physical plant.*
   b) Total dollars expended on renewal of physical plant facilities
   c) Total dollars expended on the replacement of instructional equipment.
   d) Total dollars expended on technology.
   e) The audited financial statements will be attached to the annual accountability report.

2. **Level of Competitiveness Measurements**
   a) Institutions remaining competitive in retaining and attracting quality faculty and staff.
   b) Institutional criteria used for distribution of salary increases.
   c) Number of persons involved in professional development programs and activities.

3. **Cost of Attendance**
   Tuition and other fees and expenses and how this compares to regional and national data.

4. **(Possible others yet to be determined.)**

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Goal 6 – Documented Performance

To document the performance and effectiveness of the North Dakota University System

1. **Student Satisfaction Measurements**
   Former student survey including:
   a) After-graduation work performance
   b) Current educational status
   c) Expressed satisfaction with program outcomes
   d) The extent to which instruction was relevant to their goals

2. **Pass Rates/Scores on Certification/Licensure Exams Measurements**
   a) *Documentation of certification/licensure success.*
   b) Comparisons with other states.

3. **Employer Satisfaction With Graduates' Work/Skills Performance Measurements**
   Levels of satisfaction of employees with the abilities in various fields of new employees who are program graduates.

4. **Achievement of Institutional Goals and Standards Measurements**
   a) Retention of quality faculty and staff ~ *Turnover rate.*
   b) Degrees - Full-time/Adjunct Faculty ~ *Document qualifications.*
   c) Staff perception of organizational climate ~ *Institutional climate survey.*

5. **Geographic Enrollment Patterns Measurements**
   Participation rates in public higher education by region and by selected geographic characteristics.

6. **(Possible others yet to be determined.)**

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Goal 7 – Collaboration

To improve educational opportunities and services among the campuses, K-12, and other entities through cooperation and collaboration

1. **Articulation and Linkages With Educational Organizations Measurements**
   a) Number of institutional partnerships with K-12 districts ~ *Including School-to-Work, Tech-Prep, internships and student teaching.*
   b) Programs for pre-college students ~ *Outreach programs, Advanced Placement, and special events.*
   c) Enrollment of students in Dual-Credit programs ~ *Documentation of the number of high school students registering for courses that provide both high school and college credit.*

2. **Workforce Development Cooperative Measurements**
   Partnerships with industry, business, government and labor for the education and training of the workforce to enhance the economic development of the community.

3. **Corporate and Continuing Education Measurements**
   Providing educational services to the business and general community.
   a) Number of employees/trainees served
   b) Number of organizations served
   c) Number of consulting contracts
   d) Non-credit courses offered ~ *Vocational and avocational programs.*
   e) Employer/Public satisfaction
   f) New initiatives

4. **(Possible others yet to be determined.)**

Selected Recommendations from Bush Foundation Study Report

Partners for Progress
The Next Steps
April 1997

REC. #	PAGE #	RECOMMENDATION
2.11	36	Remove the condition that no two undergraduate alumni from the same institution can serve simultaneously.
4.1	38	Expand the historic definition of the higher education system to more fully embrace career and technical education, while continuing traditional general education commitments.
4.2	38	Develop the means to identify, then respond to, educational (particularly skills training) needs throughout the state, especially in those geographic areas of the state not having a resident capacity to deliver such education.
4.3	39	Develop the information infrastructure required to support planning and accountability at both the system and institutional levels.
4.4	39	Create and enhance institutional assets (personnel, buildings, equipment, and programmatic) necessary to fulfill this agenda. A key component might be implementation of an institution-driven, NDUS-coordinated partnership with the legislature and the Governor to address long-term salary and wage/compensation competitiveness issues.
4.5	39	Resolve problems in articulation and transfer within the System; eliminating this issue as a source of complaints by students, parents, and political leaders.
4.6	39	Develop a long-term master plan for distance education.
5.2	40	An annual meeting of the SBHE, the Governor, and the legislative leadership. This group should receive an annual accountability report from the SBHE that focuses on a key set of system and institutional performance indicators.
6.1	41	Provide base funding for each institution and have this base funding be adjusted for price increases annually.
6.2	41	Allocate a separate appropriation of 2% of the overall appropriation to the SBHE to fund initiatives identified as part of the public agenda.
6.3	42	Develop a Fund for Institutional Innovation equivalent to 2% of the annual appropriation for each institution.
6.4	42	Fund a capital component for the acquisition, renewal, and replacement of buildings and equipment. As noted earlier, this is an area in which North Dakota faces serious difficulties.
6.5	43	Consider student financial aid funding as an integral part of the higher education budget and the SBHE should recommend steps to be taken—either through state financial aid programs or mandatory institutional fee waivers—to ensure that economic access to NDUS is preserved.
7.1	43	Give institutions the widest possible latitude in the use of appropriated funds. The only requirement should be that expenditures for renewal of assets be made at a rate equal to or greater than some level established by board policy (i.e. a new policy on depreciation). Numbers of personnel, staffing patterns, and salary levels should be established at the institutional level.
7.2	44	Allow institutions to "keep" funds acquired from non-state sources and not subject these funds to the appropriation approval process; they should be given every incentive to broaden their revenue base (tuition and fees, federal funds, and all non-state revenues).
7.3	44	Encourage institutions to engage in good management practices. This means they should be allowed to reallocate any funds they can save and carry funds over from one biennium to the next. More important, the staffs of the Chancellor's Office and of the Governor and the legislature should develop a format for a fiscal accountability report to be filed by each institution within an agreed-upon period of time after each fiscal year.

REC. #	PAGE #	RECOMMENDATION
10	50	Adopt—and act on—the premise that the NDUS has an obligation to respond to the educational needs of the state and its citizens and that this obligation can only be met by drawing on the combined assets of the System to respond to local needs.
10A	52	Access should be available to a transferable AA degree
10B	52	Provide education in those career areas that prepare individuals for job entry or job upgrading into positions in the local or regional economies.
10B.1	54	Design Short-term, vocational or professional programs in collaboration with local employers.
		The State Board of Higher Education
8A.3	45	Monitor the progress of the NDUS in meeting system-wide goals and call for corrective action where appropriate.
8A.4	45	Determines the level of assets that should be created and maintained for NDUS to fulfill its obligations to the state of North Dakota.
8A.6	46	Ensure that institutions have established clear directions for their own development within the policy framework established by the SBHE, that they have processes in place to monitor progress toward their stated goals, and that they are taking appropriate action based on the information so acquired.
		Chancellor and System Staff
8B.1	47	Support the planning process in accord with the collective vision and public agenda for the system along with rationale for the items selected.
8B.2	47	Devise methods for allocating funds designated to support Board initiatives.
8B.3	47	Develop accountability mechanisms for the System and the individual institutions.
		If these expectations are to be met, staff resources should be augmented commensurate with these objectives.
8B.4	47	Create a comprehensive and accurate information infrastructure necessary to support the planning, management, and accountability functions of the System, along with the staff assistance to enable presidents of the campuses to fully use it.
8B.5	48	Provide leadership and planning for truly system-wide assets such as the ODIN (libraries), Interactive Video Network, and other, successor methods of distance education.
		Institutional Presidents/CEOS
8C.1	48	Develop institutional plans and priorities within the collective vision, established priorities, and policy framework established by the Board.
8C.4	49	Create and maintain physical assets needed by their institution.
8C.6	49	Development of measures by which distinctive institutional successes will be determined and regularly reported; the institution is accountable both for performance and the appropriate use of resources.
8C.7	49	Development of a campus culture that provides a climate of innovation.

North Dakota University System

1999 Legislative Agenda
Based on 1997 University System Six-Year Plan and 1997 Bush Foundation Report

A. Reasonable consideration of the budget request approved by the Board of Higher Education:

Operating Budget Priorities:

PRIORITY	JUSTIFICATIONS	COST
Funds to cover inflationary costs in utilities, etc. and continuation of 98-99 salary increases	Bush 6.1; Six Year Plan 1.2, 2.4	$11.9 M
Salary increases at 4% per year	Bush 4.5; Six-Year Plan 1.2	$24-25 M
Continue common course numbering and transfer initiative	Bush 4.6, 10A; Six-Year Plan 7.4	$100,000
Technology improvements:		
ODIN replacement (Library network)	Bush 8B.5; Six-Year Plan 2.4, 2.3, Goal 5	$2 M
SAGE (Replacement of student access, academic administrative, and financial administrative systems	Bush 4.3, 8B.4; Six-Year Plan 2.5, 5.3	$6.5 M
HECN (Higher Education Computer Network) infrastructure and equipment	Six-Year Plan 2.3, Goal 2	$1.5 M
Campus technology enhancements		$2.5 M
Join Midwest Higher Education Compact	Six-Year Plan 2.6	$150,000
Capital repairs and improvements increase	Bush 4.4, 6.4, 8C.4, 8A.4; Six-Year Plan 5.1, 5.2	$3 M
NDSU equity funding	Bush 6.2, 6.3; Six-Year Plan campus strategies	$3 M
Campus Six-Year Plan strategies	Bush 6.2, 6.3; Six-Year Plan campus strategies	$7.2 M
State Board of Agriculture Research initiatives	Bush 6.3	$3 M
Board of Higher Education initiatives for accountability, planning and *Six-Year Plan* implementation	Bush 4.3, 5.2, 7.3, 8B.3, 8A.6, 8A.3, 8C.6; Six-Year Plan 6.1, 6.2, 6.3	$590,000
Increased student financial aid	Bush 6.5; Six-Year Plan 2.2	$2.9 M
Tuition increases to help fund these improvements ($150 per year at UND and NDSU; $125 per year at MiSU; $115 per year at VCSU, MaSU, & DSU; $100 per year at the two year colleges)	Bush 4.4; Six-Year Plan Board Policy Position 1.2	$13.4 M

Capital Budget Priorities:

PRIORITY	JUSTIFICATIONS	COST
From campus fund sources:		
NDSU Health and Wellness Center	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$4.5 M
BSC Student Union renovation	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$250,000

PRIORITY	JUSTIFICATIONS	COST
NDSU College of Business building	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$6 M
NDSU Sudro Hall (Pharmacy) renovation	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$1.5 M
UND Bookstore	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$4.5 M
DSU Student Center Renovation addition	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$3.7 M
From state and a minimum of ½ local fund sources combination:		
UND-LR Auditorium addition/renovation	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$500,000
NDSU Animal Research Facility	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$4.4-11.7 M
UND-W Health and Wellness Center addition	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$4.5 M
Primarily from state funding sources:		
System-wide infrastructure repairs	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$10 M
VCSU sprinkler and exit upgrades	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$454,000
MiSU Old Main renovation Phase I	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$2.8 M
BSC Schafer Hall renovation Phase II	Bush 4.4, 6.4, 8A.4, 8C.4; Six-Year Plan 5.1, 5.2	$3.7 M

B. Proposed Legislation:

(Note: The Board of Higher Education will consider at its November 19-20 meeting whether to forward the proposals for new legislation)

PRIORITY	JUSTIFICATIONS
Continue lump sum appropriations to the Board of Higher Education.	Bush 7.1, 7.2; Six-Year Plan 6.5
Categorize tuition and appropriate funds similarly to funds for room and board, Federal grants, etc. This would permit the Board of higher Education to have more flexibility on tuition to respond to changing circumstances, etc.	Bush 7.3; Six-Year Plan 6.5
Continue legislation enacted in 1997 on incentives for carryforward of unspent appropriations and income.	Bush 7.4; Six-Year Plan 6.5
Support workforce training legislation coming form GNDA coordinated Task Force on workforce training.	Bush 4.1, 4.2, 10; Six-Year Plan 3.1-3.9, 7.8, 7.9
Support the bill introduced by the Legislative Council's Interim Technology Committee on establishing an Information Technology Department to the extent that the legislation will provide for improved service to students and employees and will create better coordination and understanding with state government, and does not create additional administrative duties and paperwork.	Bush 4.5, 8B.4, 8B.5, 10; Six-Year Plan 2.4, 2.5, 5.3, all of Goal 2 .

PRIORITY	JUSTIFICATIONS
Amend laws to permit the Board and its subcommittees to go into executive session on personnel matters including presidential search committees and consideration of all personnel actions rather than allowing executive sessions only on hiring and dismissals. For example, currently all meetings of presidential search committees are considered open meetings.	Six-Year Plan 6.5
Amend laws to permit confidentiality of employment applications up until the finalists are selected for a position.	Bush 8A.7; Six-Year Plan 6.5
Enact legislation which would put into statute the separate personnel classification system for the University System. The Attorney General has recommended that this arrangement which has been in place since 1992 be codified.	Several Bush recommendations related to resource allocation; Six-Year Plan 6.5
Enact legislation to join the Midwest Higher Education Compact.	Six-Year Plan 2.6
Add exception to open records law covering foundation or alumni association fund-raising records in possession of a campus employee.	Several Bush recommendations related to flexibility in resource allocation; Six-Year Plan 6.5
Enact legislation stating that all patient records at student health services and medical school clinics are confidential.	
Enact a constitutional amendment removing the condition that no two undergraduate alumni from same institution can serve simultaneously on the State Board of Higher Education.	Bush 2.11